

M-STEP

MI-Access

WIDA

Supports and Accommodations Manual



Introduction

This manual presents appropriate supports, identification processes, classroom considerations, and guidelines for allowable accommodations on all state assessments. The guidance in this document pertains to all students as well as English learners (ELs), Students with Disabilities (SWDs), and those students who are considered English learners (ELs) but are also identified as a student with a disability.

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Legislation

The Elementary and Secondary Education Act (ESEA) 2001 and subsequent legislation and guidance from the U.S. Department of Education requires that all ELs and SWDs take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, English language arts (ELA), science, and social studies. Not only does this legislation include these testing requirements, but it also aims to ensure equal access to these assessments by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest range of students possible.

Title III

Title III of the Elementary and Secondary Education Act (ESEA) 2001 mandates that all ELs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to the ESEA Act, ELs are required to participate in statewide assessments that measure students’ English language and academic progress. Educators must ensure that students work toward

grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELs, supports and accommodations are provided during instruction and on assessments to guarantee equal access to grade-level content.

IDEA Description

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

Special education services are individualized to meet the unique needs of students with disabilities and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, transition services and other specialized services such as physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), which is specifically tailored to the unique needs of each student.

Michigan's Conceptual Model for Assessment Supports

Michigan meets these legislative requirements by offering a wide array of supports for students across all of its assessments. The conceptual model for understanding Michigan's assessment supports is now broken down into three levels:

Universal Tools – Available for all students

Designated Supports – Available when indicated by an adult or team

Accommodations – Available need is documented in an IEP or 504 plan

This model portrays the additive and sequentially inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has indicated the need for these accommodations (as well as those students for whom the need is documented). Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504). Those students also may use designated supports and universal tools.

It's important to note that a universal tool for one content area may be an accommodation for another content area (for example, a calculator). Similarly, a designated support may also be an accommodation, depending on the content target (for example, scribe). This approach is consistent with the emphasis that Michigan's assessment programs have placed on the validity of assessment results coupled with access. Allowable universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines in this document.

Selecting Appropriate Universal Tools, Designated Supports, and Accommodations

Making Decisions on an Individual Student Basis

For all students, the selection of appropriate supports must be done for the classroom as well as for the assessment. The supports used on the assessments should be ones with which the student is already familiar using. A mismatch in these types of supports offered can cause significant difficulties for students at the time of testing and potentially negatively impact students' test scores. For example, if a student is given the opportunity to take the Math assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the assessment. It would also be inappropriate for districts to make blanket decisions about assessment supports for particular student groups. Again, because we know all students have different needs, this could have a similar negative impact on test scores.

Make Team Based Decisions

Considerations for ELs

For ELs, although there is no mandatory planning document for these students' needs, the *act* of planning needed supports for the assessment is certainly a requirement. Districts may want to consider using planning documents such as this [ELL Growth Plan](#). Michigan strongly recommends including the following individuals in decision making around supports needed for EL students:

- General education teachers (Math, Science, etc.)
- Language educators (ESL/bilingual teachers, etc.)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with English as a Second Language staff to meet the linguistic needs of this student group.

To ensure that ELs are receiving appropriate accommodations for the classroom and the assessment, school personnel should consider the following when making decisions:

- Student characteristics such as:
 - Oral English language proficiency level
 - English language proficiency literacy level
 - Formal education experiences
 - Native language literacy skills

- Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

Considerations for SWDs

For students with disabilities, it is important for IEP teams to identify what tools, supports, and accommodations are necessary to address a specific student need, and document those supports on the student's IEP. When selecting tools, supports, and accommodations for students, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires in order to access their instructional program. Not using a required support or accommodation could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new tool, support or accommodation (one not used otherwise during the student's educational experience), could disadvantage a student by adding a learning curve at the time of trying to assess skills.

For students with disabilities, decisions regarding the tools, supports, and accommodations needed for instruction and assessment are determined by the IEP team. Note that many accommodations must be outlined as a need on the student's IEP in order to access and use them at the time of the state assessment. It is also important to note that while some tools and supports are not required to be listed on an IEP in order for the student to access them, if they are required to meet a student need based on disability, it would be important to document this on the IEP.

Considerations for 504

Similar to students with disabilities who have an IEP, some students require supports and accommodations to appropriately access their educational experience (based on a disabling condition that affects a major life function), including assessment, but do not otherwise qualify for or require special education services. Such students should have these supports determined by a team and documented in the student's Section 504 plan, which should be revisited and updated at least annually.

Preparing for the Assessments

Mode Options for Individual Students

If your school is testing online:

Some supports for students require that they take a paper-pencil version of the assessment. These requests for a paper-pencil version of the assessment can be made through the Secure Site.

If your school is taking the paper-pencil version:

Some supports may also require that a student take the computer based version of the test. Identifying individual students to take the online version of the assessment can be done through the Secure Site.

Selected Universal Tools, Designated Supports, and Accommodations

Once you've selected the appropriate supports for students, you may have additional steps to complete. If you're an online school, this may require turning on specific tools within the online delivery system so that the supports are available for individual students. It may also require downloading materials from a secure website or ordering them.

If you're a paper-pencil school, you may need to order specific materials for students such as a braille form or an enlarged print form. Please refer to the appropriate content and assessment table within this document to determine how to access those materials. For more information on ordering accommodated materials, please call 877-560-8378 and select the appropriate menu option or send an e-mail to baa@michigan.gov.

It is strongly recommended that districts create a list of students and their needed supports to ensure proper administration of the assessments is provided (e.g. ordering, turning on supports, etc.).

Evaluating Use of Tools, Supports, and Accommodations

Schools should plan to evaluate the use of Universal Tools, Designated Supports, and Accommodations used on assessments after the completion of the test. This can be done in a variety of ways. A few ideas are listed below:

- Observation notes from a test administrator about a student's use of these supports to inform future use
- Conduct a student interview after the assessment (Appendix A)

Support Descriptions

Below you will find in-depth descriptions of all supports provided to students. However, educators **must** refer to the Supports and Accommodations Tables available at www.michigan.gov/mstep to make appropriate decisions about what supports can be offered to students for each assessment.

Universal Tools

Breaks

The number of items per session can be flexibly defined based on the student's need within the same day per test session. If a student takes a less than 20 minute break, the student does not need his/her original login ticket to restart online test session. If the student's break is greater than 20 minutes, the student must use original login ticket to resume his/her test session. Please refer the assessment's Test Administrator Manual for more information about system time-out rules. However, there is no limit on the number of breaks that a student might be given in a single day. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Administration of the assessment in an alternate education setting (in school) with appropriate supervision

- **Bilingual/English as a Second language setting**
- **Special education setting**
- **In a distraction free space or alternate location such as a separate room or location within the room**

Many students may attend classes in specially designated classrooms within the school. Because of familiarity or other logistical scheduling considerations by schools, these rooms may also then be used for testing students.

Administration of the assessment individually or in a small group (no more than 5 students)

Some students may benefit from testing in a small group or may be using additional supports that would cause a distraction for other students if used in an environment with more than one student. For example, students utilizing the read-aloud option for the M-STEP paper-pencil assessments or MI-ACCESS FI assessments can have appropriate portions of the test read aloud in a small group of no more than 5 students.

Assessment directions

- **Teacher may emphasize key words in directions**
- **Teacher may repeat directions exactly as worded in administrator manual**
- **Student may restate directions in his/her own words**
- **Student may ask for clarification of directions**

To ensure that students are not disadvantaged on the actual test questions, students may have directions repeated, restated, and students may ask for clarification if needed.

Highlighter

This is a digital tool for marking desired text, item questions, or item answers with a yellow color. This tool may help students retain focus on a particular segment of text or mark text in order to return to the specific text later.

Cross-Off (Answer Eliminator)

This tool allows students to cross out answer options. This can help students more easily narrow options for answering a test question.

Sticky Notes

This tool can be used for making digital notes about a test question.

Scratch Paper

Students have access to using scratch paper during the assessment. This scratch paper must be collected by the Test Administrator and securely destroyed after each testing session.

Graph Paper

Students in grades 6 and above taking the online M-STEP Math assessments will be provided (shipped to online testing schools) with graph paper accessible for their use as they are taking that test. This graph paper aids students in their calculations for determining things like coordinates on an axis.

Mark for Review

Students may want to return to an item at a later point during the testing session. This support allows students to mark an item in the online test or mark a test item with their pencil on the paper-pencil form.

Use of page flags, and reading guides on test booklets

Students may want to return to an item at a later point during the testing session or may want to use a manipulative as a reading guide to aid in reading text.

Spell check

This is a writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for the M-STEP ELA assessments.

Writing tools (bold, italic, etc.)

Selected writing tools are available for all student-generated responses.

Use of special adaptive writing tools such as pencil grip or larger pencil

Students may need adaptive writing tools due to a physical disability or injury for note taking or taking the paper-pencil form of the assessments.

Magnifier

Students may use this tool to enlarge all assessment content on the computer screen. This support may meet the needs of students with visual impairments and other print disabilities. Students must be comfortable navigating the screen once the magnification option is selected. The frequent use of this tool may result in the student needing additional overall time to complete the assessment. Another way to magnify the image is for students to use a larger computer screen. The test engine will adjust the image to the screen being used. If a student uses a larger screen in the classroom due to a visual or cognitive disability, and the team determines that the student should be assessed using this equipment, the image will adjust to the size of that screen when the test engine is loaded.

English Glossary – Glossary with context-appropriate definitions

Grade and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. Students taking the online version of the assessment have access to this support through eDirect.

Designated Supports

Administration of the assessment in an alternate education setting (out of school) with appropriate supervision e.g.,

- **Home when student is homebound**
- **Care facility when it is medically necessary**

For a very small number of students who are currently spending the majority of their instructional time outside of the regular school environment they may be tested, with appropriate supervision, by a trained administrator.

Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)

For a very small number of students who are currently spending the majority of their instructional time outside of the regular school environment they may be tested, with appropriate supervision, by a trained administrator.

Noise Buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)

Noise buffers are appropriate for a small number of students who need to wear equipment to reduce environmental noise. Students may have this support if they regularly use this in the classroom. Students will need headphones for this support unless tested individually in a separate setting.

Printed M-STEP translated test directions for students. Available in: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (East and West), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

Students who have limited English language skills (whether or not designated as an English learner (EL)) or an EL who is also a student with disabilities can use these printed translated test directions. In addition, a biliterate adult trained in the M-STEP test administration practices can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.

Qualified translator may read-aloud printed M-STEP translated test directions for students.

See above description. Please refer to the OSA Translator Guidelines document on the M-STEP website for more information.

Qualified translator may provide oral translations of test directions for students in language appropriate for student.

This support is intended for use with students who need directions read in another language other than those available as the printed M-STEP translated directions listed above. Please refer to the OSA Translator Guidelines document on the M-STEP website for more information.

Qualified translator may provide oral translations of test items for students in language appropriate for student.

This support is intended for use with students who are fluent in a language other than English or Spanish. Students with Spanish fluency should take the Spanish form of the assessment. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than that of their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less

valid assessment results. Please refer to the OSA Translator Guidelines document on the M-STEP website for more information. The use of this support may result in the student needing additional overall time to complete the assessment.

Text-to-Speech (TTS) for Questions

Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Read aloud

Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the M-STEP Read-Aloud Guidelines. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. **For online test takers, this support is intended to be provided to students on an individual basis and not as a group for online test takers. For paper-pencil schools who have students needing this support AND would like to group administer, the support may be provided to students in groups of no more than 5 students.** Please follow the directions outlined in the *Student Supports and Accommodations Table*. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. Refer to the M-STEP Math and ELA Read-aloud Guidelines.

Reader Script

The purpose of this support is reflected in the description for Read-aloud. Some Michigan assessments utilize a Reader Script to better ensure the accuracy and reliability of what is read to students.

English Audio CD

The purpose of this support is reflected in the description for Read-aloud. Some Michigan assessments offer an English Audio CD to better ensure the accuracy and reliability of what is read to students.

Spanish or Arabic DVD

This support is intended for use with students who are fluent in Spanish or Arabic. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than that of their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results. The use of this support may result in the student needing additional overall time to complete the assessment.

Use of translated Spanish form – Paper-Pencil: Spanish text only; Online: Stacked translation, split screen with Spanish and English test items

This language support is intended for students whose primary language is not English and who use dual language supports in the classroom. **Students using the translated form of the assessment must still respond in English for constructed response items.** Students participate in the assessment regardless of the language. Not only should this support be used on a regular basis in the classroom, but students using this support should be proficient and have high Spanish literacy skills. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.

Use of glossing reference sheets. Available in: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (East and West), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Students taking the paper-pencil form of the assessment have access to this support by utilizing the printable Glossing Reference Sheets. This use of this support may result in the student needing additional overall time to complete the assessment. Please refer to the M-STEP Test Administrator Manual for more information on accessing this material.

Use of word-to-word bilingual glossaries for students whose language is not currently available for the glossing reference sheets

This support is intended for students who use this on a regular basis in the classroom to aid in their understanding of content in their core subject areas. This use of this support may result in the student needing additional overall time to complete the assessment. Please also refer to the M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance document for additional information.

Use of auditory amplification devices or special sound systems

Students utilizing this support may need this to allow them to properly hear the directions or questions.

Use of visual aids (e.g. close circuit television, magnification devices)

Some students may need additional supports for visual enhancements due to specific vision disorders which allows students to then properly see the assessment directions and questions.

Masking

Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support may also be needed by students with reading disabilities (including learning disabilities) or visual impairments.

Use of a page turner

Page turners may be used by some students with limited hand function, reach, dexterity, fine motor, or other upper extremity disabilities to aid in turning pages of books.

Use of a non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)

Special surfaces may be used for administration of the assessment but great care must be taken to not affect the paper of the answer documents themselves to ensure proper scanning.

Color chooser

Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student in eDirect should be informed by evidence that color selections meet the student's needs. A proctor will then assist a student at the beginning of testing session in selecting the appropriate color. Please check the Test Administrator Manual for information related to available color overlay options.

Contrasting text

Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student in eDirect should be informed by evidence that color selections meet the student's needs. A proctor will then assist a student at the beginning of testing session in selecting the appropriate color. Please check the Test Administrator Manual for information related to available color contrasts.

Scribe – non-writing items

Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the OSA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.

Accommodations

Braille

Students with visual impairments may read text via braille.

Text-To-Speech for M-STEP ELA Passages

This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). This is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Read aloud for M-STEP ELA Passages: Grades 6-8, & 11 and blind students in grades 3 – 8, & 11 who do not yet have adequate braille skills

This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). This is available as an accommodation for students whose need is documented in an IEP or 504 plan. **This support is intended to be provided to students on an individual basis and not as a group for online test takers. For paper-pencil schools who have students needing this support AND would like to group administer, the support may be provided to students in groups of no more than 5 students.** Refer to the M-STEP Math and ELA Read-aloud Guidelines. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.

Enlarged Print

Students may use an enlarged version of the paper-pencil assessment. This support may meet the needs of students with visual impairments and other print disabilities. The use of this support may result in the student needing additional overall time to complete the assessment. Please refer to the Test Administrator Manual for information related to transcribing and returning these materials.

Use of OSA's Multiplication Table (Grade 4 and above only)

For some assessments, this paper-based single digit (1-9) multiplication table will be available for students who have a documented need such as a persistent calculation disability (i.e., dyscalculia).

Abacus

Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.

Non-embedded Calculator (Grade 6 and above only)

Students with visual or other impairments unable to use the embedded calculator for calculator-allowed items will be able to use the calculator they typically use, such as a braille calculator or talking calculator. **Test administrators must ensure that the calculator is available for students to use only for designated calculator items. For students needing this support who are taking the assessment on the computer, this will require a one-on-one administration or small group setting to ensure that proper calculator usage is followed.**

Directions provided using American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing directions in the assessment. Additionally, for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing text-based content in the assessment or when accessing content testing Listening. Additionally, for many of these students viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Scribe – Writing test questions

Students dictate their responses to a human scribe who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the OSA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. A human records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.

Use of adapted paper, additional paper, lined or grid paper for recording answers

Students with visual or perceptual disabilities may require the use of adaptive paper for recording answers or expressing ideas in writing that may include specially lined paper or tactile paper with raised lines or line cues. Please refer to the Test Administrator Manual for information related to transcribing and returning these materials.

Use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice)

Online testing schools with students needing these supports must contact the Office of Standards and Assessment (OSA) at baa@michigan.gov or 877-560-8378 and select the appropriate menu option.

Use of word processor

Students who typically use a word processor in conjunction with other tools such as JAWS for their written communication needs may do so for most of the paper-pencil assessments. Please refer to the *Students Supports and Accommodations Table* and Test Administrator Manual for more information on this support.

Multi-day Testing

For some state assessments, students may have the option to test across multiple days. Students participating in the online tests, must be able to complete one part in one day. Otherwise, a paper-pencil test will be required. Please refer to the *Student Supports and Accommodations Table*, testing calendars, and Test Administrator Manuals for more information.

Accessibility Guide for M-STEP Math and ELA

Classroom Activities

The purpose of the Classroom Activities is to introduce students to the context of a Performance Task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom activities do not address content information: instead, they focus on vocabulary and key contextual topics. Also, the Classroom Activity is designed to be an introduction and not an assessment. Therefore, students with disabilities are allowed to have accommodations and English language learners should have access to language supports that they regularly use during classroom instruction. The information noted in Table 1 below provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

For all students, when they engage in the actual performance assessment, only the tools, designated supports, and accommodations described in the *Student Supports and Accommodations Table* will be available.

Overall Strategies for the Classroom Activity:

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Teachers can read and re-read aloud any text included in the Classroom Activity. However, educators are cautioned when re-reading text included in the Classroom Activity to ensure that no significant deviations are made from the content provided.
- Teachers may employ assistive technologies that are typically available during instruction. The additional supports and strategies described below may be made available to any student based on the student's individual needs, and are not limited to particular impairments or to students who are on IEPs or 504 plans.
- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Teachers may employ more than one suggested strategy listed below to meet student needs. These strategies are not mutually exclusive.

Table 1: Guidance for Needs Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 plans supercede these guidelines)
Visual Impairments	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by a student may be read aloud to the student. • Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content. • Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Physical Impairments	<ul style="list-style-type: none"> • Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally. • Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally. • Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Impairments	<ul style="list-style-type: none"> • Activities Requiring Listening: Listening activities may be presented in sign language. For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks. • Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.
Expressive Language Impairments	<ul style="list-style-type: none"> • Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.
English Learners	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response. • Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.

	<ul style="list-style-type: none"> • Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency. • Activities Requiring Oral Responses: Oral responses may be provided in writing. • Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.
Separate Setting	<ul style="list-style-type: none"> • Group activities may be tailored to occur between a single student and their educator where the educator and student share discussion and work. • Activities between student(s) and an educator may be conducted online or via a telephone connection. • All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.

Appendix A

Post-Testing Accommodations Student Interview Questions

Use this form after an assessment to interview a student about the support(s) provided and whether it was useful and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student: _____

Date: _____

Support(s) Used: _____

Questions	Assessment Taken			
Was the accommodation useful?	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:
What was difficult for you while using this support?	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:
Should you use this/these support(s) again?	Yes / No Comments:	Yes / No Comments:	Yes / No Comments:	Yes / No Comments: